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Grade 4th

Water, Energy and Sustainability

Curriculum: Science

Time: 30-60 minutes

Summer lesson Plan- Why do we recycle?

**Essential question**: How does recycling change my community?

**Background**: The goal of the lesson is to teach students about the importance of recycling and help them understand what it means to reduce, reuse and recycle. Students will learn some fun recycling activities and they will understand that recycling is an important part of a wider goal to improve the way we look after our environment**.**

1e: Designing Coherent Instruction

* Lessons that support instructional outcomes
* Activities that represent high –level thinking
* Thoughtfully planned learning groups
* Structured lesson plan

3c: Engaging students in learning

* Activities aligned with goals of the lesson
* Student enthusiasm, interest, thinking, problem –solving, etc
* Learning tasks that require high-level student thinking and are aligned with lesson objectives.
* Students highly motivated to work on all tasks and are persistent even when the tasks are challenging.

**Objectives:** Students will be able to give an example of what can be made from recycle materials.

Students will explain the importance of recycling.

Students will learn creative ways to recycle common everyday objects that might otherwise be sent to landfills.

Students will brainstorm a list of items they use that could be reduced, reused, or recycled

***Standards Addressed:***

**Inquiry Skills, Standard 1**

**Key Idea 1.**

S1.1a Observe and discuss objects and events and record observations

S1.1b Articulate appropriate questions based on observations

S1.2 Question the explanations they from others and read about, seeking clarification and comparing them with their own observations and understandings.

**Materials:** Trash, a piece of a candy wrapper, poster, apiece of Styrofoam and a piece of small newspaper, www. Brainpop.com, KWL chart, pencils, markers.

**Technology Resources needed:**

Computer with internet access

Projection device.

**Vocabulary words:**

**Reduce**: to use less (buying less fruit with packaging)

**Reuse**: to put into service again without changing (grocery bags)

**Recycle**: to put into service again after changing (paper)

**Procedure:** Ask students if they have ever seen trash on the side of the roadways or streets? What happens to trash that is discarded in this manner? What are some different ways to dispose trash? (Students will brainstorm a list of answers and teacher will illicit answers from students and write suggestions on the board.

**Teach**

**1)** Teacher will show students a plastic cup and ask them how they might reuse it after drinking water from it.

2) Teacher will introduce the definition of recycling by telling students that recycling means the collecting, separating and processing of items that would have been thrown away, and reusing them or re-manufacturing them into new items.

2) The teacher will use a KWL chart to determine what students what to know and would like to learn about recycling, reusing and reducing.

3 Teacher will ask students what type of things we recycle: bottles, paper, newspaper, plastic containers, aluminum cans, battery etc. Teacher will lead a discussion about the best way to dispose each item.

4) Teacher will have a number of objects prepared and ask students which ones are recyclable and which ones are not and he or she will explain why their answers are right or wrong.

5) Teacher will guide children to realize that they have power to improve their environment and make big changes by changing their daily habits and being ecologically conscious.

6) Students will work in groups to make a poster that shows good ideas for recycling and reducing waste.

7) Teacher will facilitate and help students complete their poster.

**Assessment/Rubric**

Students will keep a log of everything they throw away for a week and categorize it as recyclable, non recyclable or compost.

**Independent work**: Students will be assessed by their interaction throughout the lesson. Teacher will use informal assessment such as questioning to check students’ understanding of the content.